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ABSTRACT

As part of an effort to determine the impact of Advanced Institutional Development Program (AIDP) funds on two-year and four-year colleges, questionnaires were sent to 26 two-year college presidents (100% were returned) and to 53 four-year college presidents (85% were returned). The areas of greatest impact most frequently reported by all presidents were: enhanced institutional planning and management capability; clarification and articulation of institutional mission in the area of management; and strengthening of the academic program with expanded and enriched curricula. For two- and four-year colleges, the study reports on degrees of institutional change during the funding period, and on future implications in areas of curriculum and instructional development, management and planning systems, institutional research and evaluation, student personnel services, community services, and general institutional resources development. Changes common to both groups included: increases in numbers of programs, courses, laboratories, and students enrolled for academic skill development; increase in special group programs; increase in faculty development activities; and new and refined management and planning systems. Major improvements included: increase in professional and career courses; increase in low income students' enrollments in professional courses; more effective administrative patterns; and improved fiscal stability. (MB)

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ED162707

ANNUAL AIDP IMPACT EVALUATION STUDY

FY 1976 EXECUTIVE SUMMARY

Prepared By
McManis Associates, Inc.
and
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for the
Advanced Institutional Development Program

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PREFACE

The following statements by the presidents of the colleges coordinating the two AIDP consortia convey the spirit and intent of all participating institutions.

FOUR-YEAR COLLEGE CONSORTIUM STATEMENT

Performance evaluation is a ***sine qua non*** for any activity; and this is especially true for educational institutions. For this reason, the consortia of two-year and four-year AIDP institutions have as their chief reasons for being the review and evaluation of schedule submissions from the individual grantee institutions. Additionally, an integral part of the evaluation process is an assessment of the impact of the total AID Program. The following pages present an analysis for fiscal year 1976. This assessment points out that the AID Program has been a good one for the colleges. It has emphasized curriculum revision, management efficiency, more in-depth institutional research, and general institutional resources development.

Important influences in these positive developments have been the useful joint efforts and concerns by the colleges themselves in the consortium, the direction and assistance provided by the United States Office of Education, and the interest and commitment of those involved on individual campuses. The AID Program, with modest funding, has been the difference between adequate programs and unacceptable mediocrity or less for many institutions that have had a long history of highly useful service to the country. AID Programs on individual campuses have worked well, and funds have enabled colleges to deal with some of their management problems as well as advanced quality of instructional and other student services.

However, a crisis is rapidly emerging on these campuses because there is yet no resolution of the need for replacement funds when current AIDP funding terminates for the individual institutions. The problem is rooted in the fact that original grants were, in most instances, about one-half the amount carefully calculated by each college as needed to strengthen programs and provide them for identification, cultivation, and securing new grants from benefactors of the college.

Further, the colleges are faced with circumstances in the transitional period that were not wholly expected in the original planning with the Office of Education. The AIDP institutions are faced with foundation funding tapering off; new corporate support difficult to identify and still all too limited; inflation continuing to erode institutional finances; and the fact that most, if not all, AIDP institutions were unprepared or were bypassed in fund raising efforts of substantial size a few years ago when the public was giving generously to higher education.

We believe it is urgent that the Federal Government take the initiative to redress this situation through a number of feasible approaches that are clearly within the framework of Federal-Institutional philosophy and policy and would not compromise either basic Federal policies or institutional integrity. Some examples are as follows:

1. *Take the leadership in pressing for continuation of Title III and for expanded funding.*

2. *Provide Federal undergirding financially and through concept leadership in developing and putting into effect expeditiously a simple program to build endowments on college campuses that do their share in a joint venture. The "Patterson Plan" has been well researched and can be the basis of thoroughly sound action.*

3. *Provide continuation AIDP grants for those institutions which joined the advanced program the first one or two years in order to assist HEW in moving the concept forward, but which thereby gave up basic AIDP funding that could have extended the date when the three-year AIDP comprehensive grants would be needed. These institutions made the shift to AIDP advanced programs at a most difficult time for general fund raising.*

4. *Provide within the office of HEW the clearly delineated services of a small staff to work with individual AIDP-type institutions in identifying and securing funds for college program components that are available through Federal programs other than AIDP and other traditional Office of Education programs.*

Point number three above deserves particular attention. A number of institutions are coming to the end of the AID Program cycle, which means that if no more funds are available to these institutions there is a strong possibility that colleges will not be able to maintain the quality and momentum of their early AIDP efforts; and as a consequence, the original AIDP investment will loose much of its effectiveness.

Finally, may we summarize. The AID Program is clearly proving its usefulness in attaining the goals intended for institutional strengthening and long-term self-sufficiency. There are critical problems growing out of inadequacy of many original AIDP grants and new circumstances that operate adversely for the colleges as they seek replacement funding from private sources. These developments establish an urgent need for the Office of Education to take renewed leadership:

- *To seek new and expanded funding under Title III;*

- *To accelerate action on an endowment building program;*

- *To enable AIDP colleges to be eligible to receive additional AIDP grants when the original ones terminate; and*

- *To provide a USOE staff component to work with AIDP institutions in identifying and securing partial replacement and new funds from other programs now operated by the Federal Government.*

Tuskegee is the Coordinating Institution for the Four-Year Consortium. It has been a real pleasure for us to be associated with Dr. Anita Allen, Dr. Willa B. Player, and others within the Office of Education. The consortium itself, through its Steering Committee, has been increasingly effective in addressing concerns of the member institutions; and in this we have found the work of University Associates – the contract professionals in the effort – to be quite helpful.

October 12, 1976

L.H. Foster
President
Tuskegee Institute

TWO-YEAR COLLEGE CONSORTIUM STATEMENT

Another AID Program year has been completed, and an evaluation of the results of the efforts suggests the commendable progress resulting from AIDP-funded programs among the participating two- and four-year colleges. The program sponsored by the U.S. Office of Education is in the finest spirit of Federal commitment to encourage and support higher education. The whole-hearted response of participating colleges is indicative of the need and desire for support of this nature.

The AID Program serves a dual role in participating colleges and in other colleges observing the activities and progress. It provides evidence of the progress and development made possible when given support, and also revealed areas for future development and alternatives for addressing them. It has served as a dramatic force in the present, and a guide and impetus for the future direction in innovative Federal support of higher education. The continuation of the AID Program will assist in assuring that vigorous growth in developing institutions will be realized.

It has been a privilege and a pleasure for we of the Central YMCA Community College to serve as the coordinating institution of the Two-Year College Consortium. It has been a constant source of encouragement to be given the support of the committed educators within USOE such as Dr. Anita Allen, Dr. Willa B. Player, and others. The consortium schools have gained much from associations with one another and with McManis Associates, Inc., our assisting agency.

The past effectiveness of AIDP and the case for the future has been aptly stated in the following document.

October 12, 1976

Donald A. Canar
President
Central YMCA Community College

CHAPTER I

INTRODUCTION

I. INTRODUCTION

The 1972 amendments to Title III of the Higher Education Act of 1965 stipulated that a grantee institution must, "set forth policies and procedures for the evaluation of the effectiveness of the project or activity in accomplishing its purpose." To the end of monitoring this process and providing assistance toward meeting this stated requirement, the Office of Education was authorized to fund two nationwide consortia of AIDP grantee institutions.

The consortia, one each for two-year and four-year grantee institutions, provided assistance to the individual institutions in meeting their objectives and enhanced the capability of the Office of Education in meeting its accountability requirements under the law.

The evaluation mechanism included a coordinating institution and an assisting agency for each consortium. The coordinating institution served in a supervisory role. The function of the assisting agency involved in this report was the evaluation of AIDP impact on the grantee institutions.

The coordinating institution chosen for the two-year consortium was the Central YMCA Community College. McManis Associates, Inc. was selected as assisting agency for the two-year consortium. Tuskeegee Institute was designated the coordinating institution for the four-year institutions, with University Associates, Inc. serving as the assisting agency. The consortia's assisting agencies began functioning in 1975 to provide services.

To assess the impact of the services funded by AIDP on the participating institutions, information was collected near the end of fiscal year 1976. This document contains an analysis and report of findings from the study conducted by assisting agencies for each consortium.

CHAPTER II

PLAN OF STUDY

II. PLAN OF STUDY

McManis Associates, Inc. conducted a study to determine the impact of AIDP funds on the institutions and to report to the Two-Year College Consortium on the usefulness of the program. They developed a series of questionnaires designed to obtain from 26 AIDP-funded institutions baseline information on conditions immediately prior to the grant period and during the last term prior to the end of fiscal year 1976. This questionnaire was divided into parts corresponding to the major kinds of funded activities which funded institutions had proposed to implement. Thus, each of the AIDP-funded institutions received those parts of the questionnaire applicable to their funded activities and a request for cooperation in providing information. In addition, a questionnaire was sent to each President to get his perception on the impact of AIDP-funded activities on his institution. Twenty-six institutions, or 100%, filled out and returned the questionnaires.

University Associates, Inc. conducted the AIDP impact evaluation study of the Four-Year College Consortium. Data for the four-year college study were obtained through a questionnaire mailed to the President of each of the 53 colleges. Completed questionnaires were returned from 40 institutions, or 85% of those which had begun implementation of AIDP activities under an approved plan. Ninety percent of the institutions from which data for this study came had been operating under an approved plan for at least one year. Institutional change data was reported by 37 institutions, or 79% of those polled.

The questionnaire for both the two-year and four-year consortia was composed of two types of instruments. The first, the President's questionnaire, consisted of a 21-item Likert-type rating scale and two open-ended questions on the impact of AIDP at their institution. The second instrument was comprised of a series of six separate questionnaires, each of which was designed to gather comparative data on the status of the college in specific academic or administrative areas. It was to generate comparisons of the quarter/semester immediately prior to the institution of AIDP activities and final quarter/semester of fiscal year 1976.

CHAPTER III

PRESIDENTS' PERCEPTIONS OF IMPACT OF AIDP ON THEIR INSTITUTIONS

III. PRESIDENTS' PERCEPTIONS OF IMPACT OF AIDP ON THEIR INSTITUTIONS

The perceptions of the presidents of the two- and four-year colleges are, in general, that the impact of the Advanced Institutional Development Program on the improvement of various aspects of the participating institutions has been from moderate to great.

The areas of greatest impact most frequently reported by all the Presidents were:

1. *Enhanced institutional planning and management capability;*
2. *Clarification and articulation of institutional mission in the area of management; and*
3. *Strengthening the academic program with expanded and enriched curricula.*

The following is a description of the perceptions reported most frequently by the college Presidents of the consortia.

AREAS OF GREATEST IMPACT

TWO-YEAR COLLEGES

- Emphasis given by the institution defining its goals and objectives;
- Emphasis given to clarifying and articulating the institutional mission;
- Strengthened institutional ***planning*** and ***management capability***;
- Efforts devoted to relating institutional goals to institutional mission; and
- Strengthened quality of academic program.

- Greater innovation in serving more effectively the educational needs of low income students;
- Enhanced institutional ***planning*** and ***management capability;***
- Sharper definition of goals. Greater emphasis on goal setting and clarification of objectives;
- Greater emphasis on clarification and articulation of institutional mission; and
- Intensified efforts to prepare low income students for jobs with upward mobility.

FOUR-YEAR COLLEGES

- Strengthened curricula with a reorganized and increased number of courses in a greater variety of teaching strategies;
- Strengthened quality of the academic program;
- Revised or expanded career fields;
- Intensified efforts to prepare low income students for jobs with upward mobility;
- Strengthened institutional ***planning*** and ***management capability***; and
- Efforts devoted to relating institutional goals to institutional mission.

There was a near congruence between the presidents' perceptions and the evaluation data gathered. There was no area of disagreement, either in characteristics or in direction of change. The only variances (the differences were not large enough to be termed disparities) were in magnitude of impact perceived by the presidents in a more subjective manner, and the impact reported more quantitatively in the evaluation instruments. Due to the similarity in content, much of the variance can be ascribed to the tone of the editorial narratives and the degree of impact imputed through the analysis.

CHAPTER IV

INSTITUTIONAL CHANGES SINCE RECEIVING AIDP GRANT AWARD

IV. INSTITUTIONAL CHANGES SINCE RECEIVING AIDP GRANT AWARD

The second part of the data collection effort was designed to gather data on selected AIDP-funded activities. They were to determine the degree of impact on selected areas of the institution by measuring institutional change during the funding period. This was done by comparing data on the selected areas during the quarter/semester immediately prior to the AIDP grant award and during the quarter/semester at the end of fiscal year 1976.

The six areas in which this data was gathered were:

- *Curriculum and instructional development;*
- *Management and planning systems;*
- *Institutional research and evaluation;*
- *Student personnel services;*
- *Community services; and*
- *General institutional resources development.*

Since not every school was funded in each of the six areas, and they only supplied data for those areas in which they were conducting an AIDP-funded activity. The following is a summary of those responses by activity areas.

CHANGES COMMON TO BOTH GROUPS (TWO- AND FOUR-YEAR COLLEGES)

- There were increases in numbers of programs, courses, laboratories, and in different types of laboratories, as well as the number of students enrolled for academic skill development. The largest increase was in different types of laboratories. The total number of students, as well as the number of disadvantaged students participating in academic skills development activities increased for both groups of institutions.

- Special group programs increased in number in both two- and four-year colleges. This was accompanied by an increase in the number of variations in the instructional delivery systems.

- At least thirty per cent of both groups increased the number of faculty development activities. The principal types of development activity were workshops, seminars and conferences.

- Management and Planning Systems. (a) The large schools tended to refine and expand existing systems. (b) The smaller schools tended to initiate new management and planning systems where none had previously existed.

- Improvement of management information systems was reported by more than 75% of colleges reporting.

- There was an overall increase in FTE professional persons assigned to institutional research in both groups. There was a modification of the research and evaluation organizational structure and communication process.

- Both groups increased student leadership development activities.

- Over three-quarters of all institutions affected better articulation between counseling and guidance and academic advisement.

- Off-campus degree instruction, while not universal, was the community service mentioned most frequently by both groups.

- The majority of all institutions reported that AIDP funding had a favorable impact on their ability to develop other funding sources.

INSTITUTIONAL CHANGES IN TWO-YEAR INSTITUTIONS

CURRICULUM AND INSTRUCTIONAL DEVELOPMENT

- The increase of students in academic skills programs was greatest among students who were not culturally disadvantaged or from low-income homes. During the period spanned by the AIDP grant, the percentage of low-income/culturally disadvantaged students to all students served by academic skills programs declined but the total number increased by 1,062 at the reporting institutions. This participation is a function of the increased number of programs and courses and the fact that 80 percent of the low-income/culturally disadvantaged students were participating prior to the AIDP funding.

- Prior to the AIDP awards, 50 efforts were reported under way to strengthen existing occupational/career credit programs, and by the end of fiscal year 1976, 247 efforts were reported. Increases in efforts were greatest in large, small, and medium-size colleges, respectively.

- The development of new teaching-learning strategies and experiences and the improvement of non-career oriented support courses constituted the predominant program strengthening efforts of large colleges, while the reorganizations of course content within existing course structures and the development of new teaching-learning strategies and experiences were predominant efforts in medium and small size colleges.

- Efforts to strengthen transfer credit courses increased 277% for all colleges with an accompanying increase in enrollment. In large and medium size colleges, predominant efforts were the addition of new courses and the development of new teaching-learning strategies, while in small colleges the reorganization of course content within existing course structures and the consolidation or integration of existing courses were predominant efforts.

- Special group programs, e.g., bilingual, prisons, child care, etc., increased from 12 in 5 colleges to 22 in 6 colleges by the end of fiscal year 1976.

- Eleven of 13 two-year colleges reported having implemented 26 new or different educational delivery systems.

- The 39 instructional improvement and faculty development activities reported by 10 colleges prior to the grant period had increased to 202 in 12 colleges by the end of fiscal year 1976. Workshops, seminars, mini grants, and conferences constituted the largest number of events.

- The largest increase in number and variety of instructional improvement and faculty development activities was among medium size colleges.

- For 12 colleges reporting information, there had been a 65 percent increase in number of faculty members participating in one or more improvement or development activities.

- In general, the initial amount of development of instructional and curriculum development resources by small and medium size colleges was judged lower than for large colleges – 57 percent of large college developments and 67 percent of medium size college resources developments reported a great deal of activity in this area. Some improvement was reported by one small college.

MANAGEMENT AND PLANNING SYSTEMS

- The change most frequently reported in improving management and planning systems (all the small and medium size colleges and 89 percent of the large ones) was the establishment or improvement of procedures to facilitate flow of information throughout the administrative structure. The change next most frequently mentioned (all small and large colleges and 71 percent of medium size) was the expansion or improvement of existing management information systems (MIS).

- Two-thirds of the large and small colleges and 71 percent of the medium size ones had or were expanding or improving the existing planning, management and evaluation (PME) system.

- All the small colleges, one-third of the large colleges, and 71 percent of the medium size colleges reported having developed or were developing new and different organizational structures for decision making.

- There were 91 newly established transactional information systems (TIS) reported and 17 reported as being improved or expanded. These TIS were being or had been computerized by two-thirds of the large colleges, 71 percent of the medium size colleges, and one-third of the small colleges.

- The number of top-level administrators in all colleges reported participating in institutional planning increased 45 percent, and the percentage involved in the development of a PME system increased by 69 percent. The largest percentage increases were among small colleges.

- Seventy-three administrators at 18 colleges participated in administrative management skills development activities just prior to the grant period. By the end of fiscal year 1976, the number increased to 369, a 405 percent increase.

- There was a decline in numbers of day administrators per FTE day faculty in large and small colleges, but an increase was found among medium size colleges.

- Eighty-four percent of the 19 colleges providing information had contracted with an individual or agency outside the college for assistance in developing or improving their PME system.

- Colleges reported improvement in resource development for management and planning systems.

INSTITUTIONAL RESEARCH AND EVALUATION

- There was an increase in numbers of FTE professional persons assigned to institutional research in most colleges having this area as an AIDP activity. Most had increased the number of top-level administrators participating in institutional evaluation and the percentage of their time devoted to this effort had increased.

- Most colleges with AIDP funded activities in the area of research and evaluation reported that organizational structure changes and changes in methods of communication had been made, and a number of specific ones were cited.

- Of the nine colleges reporting, eight (89%) increased the number of FTE professionals assigned to institutional research.

- Of the eight colleges providing data, each had increased the number of top level administrators participating in institutional research. This resulted in an increase of 30% in the number of administrators involved.

STUDENT PERSONNEL SERVICES

- Both the highest level of service and the greatest increase in service among student personnel services were in the percentages of students directly furnished information/counseling/guidance via the college's counseling program/service. Medium size colleges reported serving the larger proportions of head count enrollments than other colleges.

- Largest percentages of students participating in specifically designed leadership and/or personnel/social development activities and academic counseling programs were enrolled in medium size colleges. Here again the total number of low-income or disadvantaged students increased while their percentage participation decreased.

- The increase in faculty participating in an organized advising program or in campus seminars/workshops or other in-service activities devoted to learning about new careers and seminars on career development/guidance increased by 58 percent. The number of seminars conducted for faculty on career development/guidance increased from 8 to 104.

- There was a reported increase in the FTE number of professional persons assigned to student personnel services among colleges of each size category.

- The greatest incidence of change among colleges of each size in student services about which inquiry was made was the improvement of articulation between the college and the community.

- All but one college reporting had expanded job placement services. Substantial improvements were reported in the development of student leadership activities, the expansion of financial aid services, and in the articulation of educational advisement and the counseling and guidance systems.

- All colleges indicated there had been emphasis on career planning and development due to participation in AIDP funded activities.

- Counseling facilities and career information/development centers resources were among resources being developed by colleges with funded activities in the student services area.

- Percentages of total enrollments in all colleges who registered with, or sought jobs through, the college's job placement service increased from 5.6 to 10.0 percent between the beginning of the grant period and the end of fiscal year 1976.

COMMUNITY SERVICES

- The number of off-campus instructional sites for degree credit offerings increased for all sizes of institutions.

- There was a direct relationship between size and initial effort in off-campus instruction. The larger the school, the smaller percentage increase in off-campus offerings. The smaller the school, the larger off-campus programs, the greater the impact as measured in percentages.

- The medium-sized colleges appear to have the greatest potential for future growth of off-campus facilities.

GENERAL INSTITUTIONAL RESOURCES DEVELOPMENT

- Thirteen colleges provided information to the question about whether AIDP funding had a favorable effect upon the institution's ability to attract additional funding from other sources. Seven indicated AIDP funding had definitely helped, four indicated they did not know, and two responded negatively.

- All AIDP participating institutions are currently developing strategies to provide for replacement funding sources for AIDP initiated activities.

- All colleges have developed a more integrated approach to areas of interest, including interdisciplinary, community-involving, and student-involving resource development activities.

INSTITUTIONAL CHANGES IN FOUR-YEAR INSTITUTIONS

CURRICULUM AND INSTRUCTIONAL DEVELOPMENT

- There were large increases in the average number of courses, programs, academic skills laboratories, different types of laboratories, and in total student and low-income student enrollments in remedial and developmental programs. For the smaller colleges, the percentage increases in each of the areas mentioned above, except different types of laboratories and total student enrollment, exceeded those of the larger colleges.

- A variety of new programs designed to meet needs of special groups have been added to the curriculum offerings of the colleges. Principal types of programs include women's studies and centers, career development courses and programs, senior citizens' courses and programs, faculty workshops, cultural awareness programs, and child care and preschool programs. At large colleges, there was an average increase of six programs of this kind and in small colleges, an average increase of four.

- There has been an increase in the number of innovative instructional delivery systems, including cooperative education, experience credentialing, external degree programs, learning laboratories, and non-traditional studies. More than half of the colleges are implementing non-traditional studies programs and all of the large colleges and nearly half of the small colleges have established learning laboratories.

- Faculty participation in development activities increased approximately 30% in all colleges, although at the end of fiscal year 1976 faculty participation in the smaller colleges exceeded that of the larger colleges by 19%. The principal types of faculty development activities include workshops, internship programs, conferences and professional meetings, seminars, graduate courses, and instructional development activities.

- There was an increase in the number of new courses being offered by academic departments as well as new major and minor programs specifically designed to prepare students for entry into particular occupations, professions, and careers. These new offerings have involved additional students. The largest increases for all colleges were in the number of existing major/minor programs in occupations/professions/careers undergoing major improvements (108% increase), in the number of existing academic major programs undergoing major revision (92% increase), and in the number of new courses being offered in these programs (90% increase).

  In general, the larger and the smaller colleges exhibited a similar pattern with respect to development and areas of expansion. However, the larger colleges reported a much greater increase in new minor programs specifically designed to prepare students for entry into particular occupations, professions, or careers. The smaller colleges reported a greater increase in the number of students in terminal occupation/profession/career programs.

MANAGEMENT AND PLANNING SYSTEMS

- All of the colleges have been making changes in their management and planning systems by improving existing features and by adding new ones. The most prominent of these developments are the improvement or establishment of procedures to facilitate the flow of information throughout the administrative structure, the computerization of transactional information systems, the expansion and improvement of existing management information systems, and the improvement of the existing PME system. Over 65% of the colleges reported one or more of these developments. Generally, a greater percentage of the larger colleges reported changes in

their management and planning systems than the smaller colleges; however, the most prominent developments among the two groups of colleges are the same.

- In the 22 large colleges, 17 more new transactional information systems were established and 31 more were improved or expanded during the quarter/semester at the end of fiscal year 1976 than during the comparable period prior to the grant award. In 15 small colleges there were 12 more new transactional systems and 14 more improved or expanded ones.

- The new transactional information systems are primarily for fiscal accounting and instruction. In the larger colleges there were a greater percentage of new systems for registration and admissions. In the smaller colleges there was a greater percentage of new systems in the area of research and development.

- There have been positive changes in the utilization of administrative and staff resources. The average number of administrators increased by approximately 5 in the larger colleges, and by approximately 2 in the smaller colleges. However, the number who report directly to the president decreased in both the larger and smaller colleges by 7% and 3%, respectively.

- Top-level administrators involved in planning increased on the average by approximately 2 in the larger colleges and by approximately 1 in the smaller colleges. In both the larger and smaller colleges, the average increase in the number of top-level administrators involved in the development of a PME system was 4, and the average increase in the number of them who participated in AIDP-funded skills development activities was approximately 10.

- The equivalent of approximately 1 full-time person was assigned to data processing.

- Nine of the 15 small colleges (60%) and 13 of the 22 large colleges (59%) have contracted with an individual or agency outside the college for assistance in developing or improving their PME system. In general, the technical assistance rendered by these agencies was reported to have been effective.

INSTITUTIONAL RESEARCH AND EVALUATION

- The mean number of FTE professional persons assigned to institutional research increased by 0.7 in both the larger and smaller colleges.

- However, in the smaller colleges, the mean percentage increase in the annual operating budget allocated to institutional research, 0.55%, was five times as much as that of the larger colleges. Additionally, the mean percentage of the budget allocated to research at the end of fiscal year 1976 was larger by 19%.

- There was an increase in the mean number of research contracts awarded to faculty in the larger and the smaller institutions. Yet, at the end of fiscal year 1976, the mean number of research contracts awarded faculty in both groups of institutions was 2.

- The average number of administrators involved in institutional research increased by 2 in the smaller colleges, and by 1 in the larger ones.

- The percentage of time that top-level administrators devote to institutional research increased by approximately 7% in the larger colleges and by 2% in the smaller colleges.

- Changes in organizational structure in the area of institutional research and evaluation attributed to participation in AIDP-funded activities include the creation of new offices, addition of staff, and the realignment of responsibilities within the college structure resulting in priorities for research and evaluation.

- Communication has been improved in more than half of all the colleges as a result of changes in methods by which the results of research and/or evaluation activities flow through their institutions to faculties, administrations and governing boards. Among the changes which have facilitated communication flow are the establishment of a Planning Council or Board, establishment of a flow chart, reorganization of departmental and divisional structure, and publication of a newsletter.

STUDENT PERSONNEL SERVICES

- The colleges have accommodated an increased percentage of their total student populations through job placement services, career information or counseling services, specially designed academic counseling programs, and specially designed leadership and/or personal-social development activities. More low-income and minority students were served through programs designed especially for them. Increases in mean percentage of total enrollment assisted by the services mentioned above range from 4% to 16%.

- Faculty participation in student services activities increased substantially. An average of approximately 20 more faculty members took part in organized faculty advising programs, though most of this increase was in the larger institutions. The little increase in faculty participation in organized advising programs was at the smaller colleges.

- There were increases in the average number of career development seminars (from 2 to 7) and the average number of faculty participants in them (from 17 to 35). The

larger colleges showed a considerably higher percentage increase in number of seminars, while the smaller colleges showed a somewhat higher percentage increase in faculty participation in seminars.

- The number of FTE professional persons assigned to student personnel services increased by 5 in the larger colleges and by 2 in the smaller institutions.

- In both the larger and the smaller colleges there was a reduction in the ratio of daytime professional counselors to students enrolled at the colleges. However, both the before-grant-award and end-of-fiscal year 1976 ratios of the smaller colleges (1:420 and 1:350, respectively) were lower than the corresponding ratios of the larger colleges (1:774 and 1:649, respectively). Thus, the smaller colleges continued to have a more favorable counselor-student ratio, even though it remained high.

- There has been an increased effort to articulate the academic advisement and counseling systems in 85% of the larger colleges and 66% of the smaller colleges. There has been an expansion of job placement services in 80% of the larger colleges and 66% of the smaller colleges. Student leadership activities have been developed in more than half of all the colleges.

- Areas of major emphasis in counseling and guidance are career planning, peer counseling, and tutoring and follow-up systems. More than half of all the colleges have developed these approaches.

COMMUNITY SERVICES

- There has been an increase in off-campus degree instructional sites, although this increase reflects developments in only 27% of the institutions. Seven of the larger ones gained a total of 2 such sites and three of the smaller ones gained a total of 28.

COMMUNITY RESOURCES

- Respondents from more than half of the colleges reported that AIDP funding had at least a moderately favorable impact on their instituion's ability to attract additional funds from sources other than the AIDP grant.

EVALUATION OF FINDINGS

The data provided by this study affords a meaningful basis for assessing the impact of the Advanced Institutional Development Program on the two- and four-year colleges

which are participating in it. The data comprises both perceptual and objective information directly from the grantee institutions.

The data successfully met a number of crucial tests of reliability. Cross sources of information, including presidents' view versus corresponding quantitative data, different questions requiring the same answer, complementary questions demanding independent data sources, all yielded highly consistent information. At the same time, the data matched realistic expectations.

An evaluation of the findings of this study suggests that at the end of fiscal year 1976, the two- and four-year institutions implementing AIDP activities had made substantial progress toward achieving the objectives of the Program. More specifically, these institutions have evidenced the following major improvements:

- *There has been a substantial increase in the number of major programs and courses offered in professional and career fields.*
- *Programs requisite to admission to graduate and professional schools have been strengthened.*
- *More low-income students are enrolled in programs offering preparation in professional and career fields and for graduate study.*
- *Strategies and support systems designed to improve teaching and learning have been utilized more fully.*
- *Administrative patterns and styles have become more effective.*
- *Institutions' planning and management capability have been strengthened.*
- *Fiscal and operational stability have been improved.*
- *The overall academic quality of the participating institutions has been enhanced.*

Nevertheless, on almost every campus there are difficulties and unresolved problems in the implementation of the AID Program. Among some of the major sources of difficulty which grantee institutions have identified and which deserve special attention are certain intrainstitutional and financial problems. Intrainstitutional problems relate to the change process and include faculty resistance; lack of institution-wide understanding of the significance of the AID Program, its objectives and guidelines; lack of skill in, and time for systematic planning, monitoring, and evaluation of program activity; and lack of know-how in the development and implementation of a PME system. Financial problems include finding sufficient funds to underwrite actual activity costs and meet the institution's commitment to cost-sharing, having to accept certain constraints in the use of OE funds allocated to

the institutions for their AID Programs, and replacing funds for AIDP activities that are scheduled to continue after the grant period has expired.

These difficulties suggest the need for both the assisting agencies and the AIDP Branch to direct special efforts toward:

- *Providing means for assisting the total administrative and faculty personnel of each grantee institution in understanding the rationale, objectives, and major guidelines of the AID Program and in appreciating its significance as a Federally supported higher education effort.*

- *Providing more effective instruction and technical assistance to the grantee institutions in the planning and implementation of institution-wide PME systems.*

- *Developing more effective ways of fostering understanding of the conceptual framework underlying the USOE "Instructions and Schedules," and sharpening understanding of, and skill in, monitoring and evaluating program activity.*

- *Making an analysis of the financial problems confronting AIDP grantee institutions as a basis for designing further technical assistance efforts and for offering recommendations for changes and/or developments in the existing AID Program.*

A more detailed presentation of some possible directions for future AIDP efforts is discussed in Chapter V.

CHAPTER V

FUTURE IMPLICATIONS FOR AIDP INSTITUTIONS

V. FUTURE IMPLICATIONS FOR AIDP INSTITUTIONS

There is clear evidence that AIDP has had and continues to have a positive influence on the direction, emphasis, and magnitude of development of all grantee institutions. The following is a series of implications, drawn from the data, which suggests possible directions for future AIDP efforts to aid the two-year and four-year institutions.

CURRICULUM AND INSTRUCTIONAL DEVELOPMENT

While the progress in off-campus instruction was encouraging, in the future a major effort should be made to encourage the institutions to increase their community outreach through an expanded off-campus instructional program. This has a multiple advantage. It reaches students otherwise not reached by extending the institutions' primary service areas. Since in many cases off-campus programs have lower fixed costs (i.e., no mortgage, insurance, or utility bills), smaller class size can be justified and, as a consequence, community needs which have a lower numerical demand level, including specialized groups, can be addressed.

Tutorials and independent study under professional supervision are growing in acceptance and practice throughout the United States. However, there is little evidence of it in many grantee institutions. Using interested, non-faculty professionals as supervisors, these instructional approaches serve the purpose of meeting unique need and interest patterns and of enhancing the instructional resources of the college.

Experimental learning through cooperative programs with other elements in the community, including business, public sector, and non-profit private sector organizations, can serve as an instrument and a laboratory for valuable experimental learning with a benefit far outstripping the utilization of institutional resources. There is evidence to suggest that some institutions are providing such learning environments; however, there is room for great expansion in this area.

MANAGEMENT AND PLANNING

PLANNING

While there has been a sharpening of focus on mission, goals, and objectives by the grantees, the evidence suggests that it has been primarily on short-term goals and immediate needs. The next logical step in the development of the planning process is to develop in each institution a formal planning organ to carry out intermediate and long-range

anticipation planning for institutional maintenance and development needs. This will be facilitated by an integrated systems approach requiring the active participation of all elements, including the community.

A suggested scenario would include an institution-wide self-study, department-by-department, starting with the individuals and culminating with a role and scope study of the institution's present and future. A product of these efforts would be the schematic for the planning process which projects needs, resource requirements, logistics demands, delivery system alternatives, and schedule options.

To help initiate this planning process, training should be provided to key persons with direct responsibility for coordinating it. This training would cover at least the following areas:

- ***Community Considerations.*** *Growth prospects, both direction and magnitude; support level of public and private resources; and needs mix; and*

- ***Institutional Considerations.*** *Institutional mission and philosophy; anticipated staff development needs; composition of student body; assessment of existing and possible programs; organizational configurations; instructional modes; and physical plant utilization.*

STAFF DEVELOPMENT

Grantee institutions might serve as graduate centers for university extension programs to make graduate offerings available to the community and the faculty. The offerings could reflect the needs of the community (as determined by the community studies conducted by the institution) and faculty professional development needs.

With the increase in participative management, as evidenced in AIDP-funded institutions, there is a greater need for administrative sophistication throughout the faculty. In-service and rotating cross-training and one-on-one assignment to administrative activities might increase faculty awareness and skill in the administrative areas and bring additional cooperative faculty/administration interaction. The corollary seems equally valid. Administrators who teach a course periodically could be expected to develop an empathy with the frame of reference of the faculty.

INSTITUTIONAL RESEARCH AND EVALUATION

With the increase in institutional research emphasis will come an increased flow of data. From the start there should be an emphasis on an analytical and interpretive research effort rather than one which is merely descriptive. This emphasis perhaps should arise out of the PME efforts.

Effective use of research data is contingent upon adequate orientation of the faculty and staff to the utilization of the data in planning and decision-making. The value of the data is also affected by the form in which it is presented. A straight, tabular reportorial form has much greater value to the faculty and staff if it is supplemented by an editorial analysis developing underlying issues and exploring implications. Maximizing the benefits of institutional research and evaluation, and conferences with key personnel will increase the understanding and utilization of the data as a planning and decision-making tool.

To assist the institutional research and evaluation function in becoming an integral part of the institution, and in increasing the effectiveness of both the instructional area and the research efforts, tutorials, independent studies, and class activities could be designed around specific research projects in a manner to serve as a valuable learning tool and, at the same time, secure the privacy of any sensitive information. Sociology, business, economics, political science, mathematics, English, psychology, anthropology, statistics, education, and computer technology are some of the disciplines which might prove receptive to such cooperative programs, which would benefit both areas.

STUDENT PERSONNEL SERVICES

Several trends which are altering the pattern of needs for student services include:

- *Fewer residential and more commuting students;*
- *Decreased home influence;*
- *Increased economic need;*
- *Increased need for academic skills development at the postsecondary level;*
- *More complex career selection; and*
- *Increased competition for progressive job placement.*

All of these place additional tasking requirements on the student personnel services.

The initial impetus generated by AIDP support touched on most of these areas with emphasis on academic skills development and career counseling. Additional effort is needed in strengthening interpersonal communication skills development, faculty advisement activity, and career advisement programs.

An undeveloped aspect of student personnel services is in follow-up in the job placement function. This activity is especially valuable to the disadvantaged student. It provides the student an emotional support system and facilitates communication with the employer. This activity in the first few months of an employment experience could provide a culture bridge and reduce the casualty rate and consequent negative work experience of all students served.

COMMUNITY NEEDS ASSESSMENT

Pursuant to the goal of increasing the impact of the college on the host community, there is a need for a greater formal effort to identify educational and training needs. While producing their AIDP final plans, institutions might develop a loose format which could provide the schematic for needs studies and the criteria to evaluate their effectiveness.

Resources for this effort would include state and local planning agencies; labor, professional, and trade organizations; and religious and community groups whose assistance would be enlisted to determine present status and anticipate probable future educational needs of the community. This would aid in program development, pragmatic staffing patterns, and the orderly acquisition of the requisite resources. With appropriate composition, a standing community advisory group would prove invaluable in this activity. The group should be representative of the community, not complimentary to the institution.

DEVELOPMENT

While there was enthusiastic acceptance of the principle of additional funding, and some additional resources had been generated, there was manifested a great need for further development of additional funds and resources and the institutional skills and capabilities requisite for this development.

Future AIDP efforts should direct specific efforts at generating the development capability of the grantee institutions if fund replacement strategies are to succeed. Part of this future effort could provide training programs and instructional material to develop the colleges' capabilities to generate additional financial and in kind resources.

This should be an application of a systematic approach to the institutional development process involving goals, objectives, assessment of needs, production schedules procedures, and promotional strategies. Additionally, this approach should generate a roster of potential sources and potential commitment, and should clarify the designation of authority and responsibility for performance of the development activities.

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